

DEPARTMENT OF SOCIAL SERVICES

744 P Street, Sacramento, CA 95814



March 15, 1991

ALL-COUNTY INFORMATION NOTICE NO. I-25-91

TO: ALL COUNTY WELFARE DIRECTORS

SUBJECT: INDEPENDENT LIVING PROGRAM GUIDELINES

REFERENCE: ALL-COUNTY LETTER NO. 88-99

Enclosed are the revised Independent Living Program (ILP) guidelines. The purpose of the guidelines is to achieve program consistency statewide. This letter supercedes All-County Letter No. 88-99.

The Department appreciates the efforts of the regional Independent Living Coordinators committee members for review and comment on the guidelines and for disseminating the draft guidelines to ILP coordinators throughout the State for additional input.

Questions regarding ILP issues should be directed to your Child Welfare Services Operations consultant at (916) 445-0623. Questions regarding the Independent Living Program time study and fiscal claiming instructions, should be directed to the Fiscal Policy and Procedures Bureau at (916) 445-7046. Questions regarding county contracts for ILP services should be directed to the Contracts Bureau at (916) 322-4801.

Sincerely,

A handwritten signature in black ink, reading "Loren D. Suter", is written over the typed name.

LOREN D. SUTER
Deputy Director
Adult & Family Services

Enclosure

cc: County Welfare Directors Association
County ILP Coordinator

INDEPENDENT LIVING PROGRAM GUIDELINES

1991

INDEPENDENT LIVING PROGRAM GUIDELINES - 1991

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INDEPENDENT LIVING PROGRAM GUIDELINES - 1991

PREFACE

These guidelines are intended to provide counties operating Independent Living Programs (ILP) with basic information about the goals of the program, eligibility for the program, program requirements, program limitations, and fiscal reporting. The guidelines incorporate information provided in All-County Letters, All-County Information Notices, letters to county welfare directors and federal Administration for Children, Youth and Families Program Instructions.

Suggestions from State staff, federal regional staff, children's advocates, foster care providers, county welfare departments throughout the State and the California Community Colleges have been incorporated into this document.

INDEPENDENT LIVING PROGRAM GUIDELINES - 1991

LEGAL AUTHORITY FOR THE INDEPENDENT LIVING PROGRAM

The Consolidated Omnibus Budget Reconciliation Act of 1985 (Public Law 99-272) added provisions to Title IV-E of the Social Security Act (Section 477) which authorized funds to states for service programs and activities to assist eligible children (aged 16 and over) in Title IV-E funded foster care to make the transition from foster care to independent living.

The Technical and Miscellaneous Revenue Act of 1988 (Public Law 100-647) and the Omnibus Budget Reconciliation Act of 1989 (Public Law 101-239) further revised the provisions of Title IV-E of the Social Security Act, extending the Independent Living Program to nonfederally eligible children in foster care as well as federally eligible children, authorizing the Independent Living Program through Federal Fiscal Year 1992, and increasing the funding for the program.

INDEPENDENT LIVING PROGRAM GUIDELINES - 1991

GOAL OF THE INDEPENDENT LIVING PROGRAM

To enable eligible youth to achieve self sufficiency prior to leaving the foster care support system by providing independent living skills assessments, training, services, and a written transitional independent living plan for each participating youth.

The Department of Social Services recognizes the need for independent living skills training for all youth preparing to leave foster care. A top priority is to make the Independent Living Program available and accessible to all eligible youth in California.

INDEPENDENT LIVING PROGRAM GUIDELINES - 1991

ELIGIBILITY FOR INDEPENDENT LIVING PROGRAM SERVICES

Independent Living Program services are available to adolescents age 16 and older who are in foster care.

The term "in foster care" is defined as any child on whose behalf a State or federal AFDC-FC payment is being made and/or who is receiving Family Reunification or Permanent Placement services.

Wards of guardians and probation youth age 16 and older who are in foster care are eligible for ILP services.

AGE REQUIREMENTS:

Independent Living Program services are available to adolescents in foster care aged 16 through 18, and ending when the child is 19 for youth who prior to reaching age 18 and who are otherwise eligible, are full time students in a secondary school or an equivalent vocational-technical training program and are expected to complete the program before reaching age 19.

FOLLOW-UP SERVICES:

Independent Living Program services are also available to any child who was in foster care but discontinued receiving foster care services or payments on or after the date the child became 16. Independent living services and programs for this population are called "follow-up" services.

Follow-up services must be provided within six months of the date of discontinuance of foster care. Follow-up services may not exceed six months.

Follow-up services are available to youth who leave foster care to live independently. Follow-up services are also available to youth who are no longer in foster care because they have been reunited with their families and are receiving Family Maintenance program services and to youth whose court-ordered dependency has been terminated and the CWS case has been closed.

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DESCRIPTION OF INDEPENDENT LIVING PROGRAM SERVICES

DESCRIPTION OF SERVICES:

In addition to federal independent living program specifications, the State Department of Social Services' Manual of Policies and Procedures (MPP) Division 30-442.5 requires: "For children 16 years of age or older, the social worker shall also provide assistance in achieving self-maintenance by planning for living arrangements, further education, vocational training, or employment".

Independent Living Program services are provided to assist eligible youth to successfully make the transition from foster care to independent living. Examples of activities which provide this assistance include but are not limited to the following:

1. Guidance and other similar assistance related to educational and vocational training, seeking a high school diploma or preparation for a General Equivalency Diploma (GED) or for higher education, job readiness, job search assistance and placement programs;
2. Guidance and instruction in basic living skills, such as: money management, home management, consumer skills, parenting, health care, access to community resources, transportation, locating and maintaining housing, and career planning;
3. Individual and group counseling, workshops and conferences for improved self-esteem and self-confidence, and interpersonal and social skills training and development;
4. Coordination with other components of the State's independent living program and other counties' programs and establishment of linkages with federal agencies and State and local organizations such as: the State Department of Education, special and vocational education programs and local education agencies; State and community colleges; Department of Labor, Employment and Training Administration programs including the Job Training Partnership Act (JTPA) which administers Private Industry Councils (PICS) and the Job Corps; vocational rehabilitation programs; volunteer programs (e.g., ACTION); medical and dental public and private providers; State and community mental health agencies and organizations; and local housing advisors;
5. Establishment of a system of outreach which would encourage youth currently in foster care to participate in independent living programs; and development of community organizational efforts and ongoing support networks for youth leaving foster care;

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DESCRIPTION OF SERVICES (Cont.):

6. Training for youth in decision-making, planning, and time management; and
7. Facilitating access to or providing participants with other services and assistance designed to improve their transition to independent living.

Specific ILP services are mandated for all ILP participants and others may be provided at each county's option based on the assessed needs of the individual participants. Counties are encouraged to provide as many optional services as possible to all participants in addition to the mandated services.

Mandated Services:

1. Education and Training:

- o Provision of training on occupational and college preparatory high school classes
- o Educational and vocational alternatives
- o Information about financial aid and scholarships
- o Information about tutoring services
- o Information about laws related to educational requirements for minors.

Examples of activities within this training component include:

- Coordination with Foster Youth Services or high school educational or peer support groups
- Consultation with high school educational and vocational counselors
- Referrals to community or state college financial aid offices for assistance in preparation for extended educational or vocational training
- Referrals to testing and assessment services.

2. Resources Listing/Training:

- o How to acquire social security cards/number
- o Medical history information
- o Listing of foster care placements
- o References
- o Birth certificate or other proof of birth
- o A comprehensive listing of community resources geared to the needs of young people.

Additional information may include:

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DESCRIPTION OF SERVICES (Cont.)

- Recreational activities
- Peer support groups
- Transportation services
- Emergency services
- Local and national hotlines
- Similar resources the youth may need to establish and maintain independence.

Optional Services:

1. Job/Career Development Information:

- o Developing job/career interests and values
- o Securing work permits and social security cards
- o Applying for and keeping a job
- o California labor laws
- o Referrals to youth employment services
- o Referrals to Employment Development Department services
- o Referrals to and/or coordination with school placement services which teach:
 - job finding skills
 - how to complete an application for employment
 - how to complete a resume
 - interviewing skills
 - employer expectations.

Youth will need to understand the difference between a job and a career, and the necessity to assess their interests, values and needs related to employment.

2. Finances/Budgeting:

- o Understanding/using wages
- o Understanding/using a checkbook
- o Organizing a budget
- o Banking
- o Shopping
- o California laws related to consumer rights.

Examples of training topics in this component include:

- Explanation of mandatory tax and other payroll deductions
- Tax withholding and refunds
- Sample budgets
- Opening, closing and using a checking and savings account
- Establishing and using credit accounts.

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DESCRIPTION OF SERVICES (Cont.):

3. Living Independently:

- o Housing
- o Utilities
- o Home management
- o Transportation
- o Emancipation
- o California laws related to tenant rights and landlord rights.
- o Food management
- o Safety skills

Training in this component should assist the youth in preparing for independence by teaching how to:

- Look for housing
- Manage a home
- Set up housekeeping
- Shop smart, look for sales, use coupons
- Attain information on security deposits and utilities
- Handle rights and responsibilities
- Realistically assess expectations of foster or birth parents in the provision of emotional or financial support.
- How to prepare meals for one
- Sources of transportation
- How to read a road map

4. Health/hygiene and personal appearance

- o Nutrition
- o Substance abuse prevention/treatment
- o Family planning
- o Confidentiality.
- o Personal care and hygiene education

Training in this component should include:

- High cost of medical services and low cost alternatives
- Preventive measures to preserve physical and mental health
- Low cost nutritional foods
- Community clinics which provide mental health and family planning services as well as peer group and counseling services.
- Information about health/dental insurance

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NEEDS ASSESSMENT:

Program planning begins with an assessment of the needs of the individual youth in relation to his/her independent living goals. Short-term objectives leading toward long-term goals should be continually evaluated and modified to match the youth's progress.

Each participant must be assessed to determine his/her individual skills and abilities and to identify appropriate independent living skills training and services to be provided. A sample "Independent Living Skills Assessment" form which was developed by the Northern California ILP Coordinators is attached.

WRITTEN TRANSITIONAL INDEPENDENT LIVING PLAN:

Each youth participating in the Independent Living Program shall be provided with a written transitional independent living plan based on the assessment of his/her needs. The transitional independent living plan shall also be incorporated into the individual's Child Welfare Services case plan.

Each participant's background, strengths and weaknesses in the following areas should be documented. This information will be used to assess the participant's needs for specific ILP services and training.

- o Education
 - Current level (grade) of education
 - Education goals/expectations/plans
 - Chances for completion of high school and/or seeking higher education
 - Specific education problems experienced
- o Vocational or other training
 - Field of training
 - Certificate received
 - Interest in pursuing
- o Employment experience/training
 - Jobs held/currently holding
 - Career interests
 - Specific employment problems experienced
- o Financial/Budgeting
 - Current source(s) of income
 - Amount of experience budgeting
 - Specific problems encountered
- o Participant's experience living independently

Training and service objectives designed to lead to each youth's long-term goals should be included in the written transitional independent living plan. Full-time or part-time employment objectives as appropriate must be specifically identified in the youth's written transitional independent living plan. Each youth participating in ILP shall be given a copy of his/her written transitional independent living plan.

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ILP CLAIMING INFORMATION

The following information is provided to clarify claiming instructions previously outlined in All County Letter (ACL) 89-05 and ACL 88-92. Reimbursement for the cost of ILP activities is based upon allowable expenditures and is claimed through the quarterly Administrative Expense Claim.

The activities performed for the Independent Living Program have been separated into Case Management and Services activities. County welfare department staff as well as contracted service providers must separately identify Case Management activity costs and Service activity costs for claiming purposes.

INDEPENDENT LIVING PROGRAM-CASE MANAGEMENT:

These activities benefit or support the provision of independent living training and services to all youth.

A maximum of 20% of the total ILP allocation to the county welfare department may be spent by CWD social services workers or county-contracted service providers performing ILP case management activities. Time spent by CWD caseworkers performing these activities is to be identified on the Social Services Time Study (DFA 46), line AA-ILP-Case Management. The salaries, benefits and allocable support costs associated with these hours are to be reported as an "ILP-Case Management" cost throughout the Administrative Expense Claim.

Counties may use more than 20 percent of their total allocation for ILP case management activities only with prior written approval of SDSS.

INDEPENDENT LIVING PROGRAM SERVICES:

These activities directly benefit the youth. They do not need to be case specific.

Time spent performing services activities is to be recorded by CWD caseworkers on the Social Services Time Study (DFA 46), line BB, ILP Services.

CLERICAL AND ADMINISTRATIVE SUPPORT STAFF TIME:

Time spent by clerical and administrative support staff performing ILP administrative activities, such as contract negotiation, is to be identified on the clerical and administrative Support Staff Time Report (DFA 7) in accordance with each county's approved Annual Time Reporting Plan (ATRP). Time spent by non-casework staff providing transportation services is to be reported in the Direct Services Delivery area of the DFA 7 to ILP-Services. If direct service delivery is not performed full-time, the balance of the time is to be reported on the DFA 7 to the level designated in the ATRP.

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CLERICAL AND ADMINISTRATIVE SUPPORT STAFF TIME (Cont.)

In the non-ATRP counties, clerical and administrative support staff time is to be treated as generic for claiming purposes. Time spent by this staff providing transportation services should be reported in the Direct Service Delivery area of the DFA 7 identified to ILP-Services.

While a comprehensive list of Case Management and Direct Services costs cannot be compiled, a few examples of the types of activities to be charged to each category follow:

Service Costs

Incentives for ILP youth

Counseling related to ILP goals

Referrals to employment and training slots

Referring participants to job interviews

Arranging job fairs, workshops, conferences, career days, ceremonies, and retreats

Child care costs incurred by foster parents as the result of participation in ILP training sessions

Payments made to an employer/trainer for on-the-job training

Work-related uniforms, transportation, tools, supplies, etc.

Payment for scholarship/trust

Travel and per diem costs for foster parents who attend ILP training

Case Management Costs

Assessment of the need for ILP services

Completion of SOC 385 or equivalent

Completion of State and federal reports

Completion of ILP assessments

Development of the written transitional ILP case plan

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INCOME AND RESOURCE LIMITS:

Payments made and services provided to youth as part of an independent living case plan are not considered as income or resources for determining eligibility for foster care. For example, incentive payments provided as part of the Independent Living Program are not considered when determining eligibility for Aid to Families with Dependent Children - Foster Care (AFDC-FC).

Income and property/resources retained by the child in any form of savings or holdings as part of an ILP case plan, must be kept separate from other types of income or property so it can be clearly identified as such.

Income or property received by a child that is not a direct result of participation in the ILP and documented in the case plan is subject to the current income test and property limit. Income and property of non-ILP participants also remains subject to the current income test and property limit.

ALLOWABLE AND NONALLOWABLE COSTS:

The January 12, 1990 Program Instruction from the U.S. Department of Health and Human Services, Administration for Children, Youth and Families states that "Expenditures must be related to the specific purposes of the Independent Living Initiatives."

Following are some examples of both allowable ILP costs and non-allowable ILP costs.

ALLOWABLE COSTS:

Child Care:

Child care costs incurred by foster parents as a result of participation in ILP training sessions devised for foster parents are allowable. Counties are encouraged to provide for group child care at the site of ILP training sessions. As an alternative, child care services may be provided as specified under GAIN regulations, EAS Manual 42-750 et seq.

College Fees/Tuition:

College fees or tuition payments are allowable only when the youth is concurrently enrolled in high school and college. Case files must properly document this training goal.

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ALLOWABLE AND NONALLOWABLE COSTS (Cont.):

Employer Payments:

Payments made to an employer/trainer for on-the-job training are allowable reimbursable costs.

Incentive Payments:

Incentive payments are defined as reasonable rewards for youth to motivate them to participate in and to successfully complete independent living training.

A maximum of \$50 cash incentive per month per youth is allowable for incentive payments. Incentives may be in the form of cash payments for class attendance, accurate and completed homework assignments, successful ILP training completion, etc. Non-cash incentives may be offered in the form of pots/pans, linens, kitchen utensils or other items to help youth in later establishing a household. No comprehensive list can be developed. Any cash incentives or other rewards offered must be made available at an equitable rate to all youth participating in the ILP training. For example, if one youth is offered \$1.00 to attend class, the same rate of \$1.00 is offered to all participating youth to attend class. It would be inappropriate to offer one adolescent \$1.00 and to offer another adolescent \$2.00.

No incentive payments are to be made to foster parents or to group home providers.

Counties using incentive payments as part of the ILP are to develop a printed incentive payment policy for the program and provide a copy of the printed policy to SDSS as requested. Counties must also provide SDSS with copies of any subsequent changes to incentive payment policies.

Miscellaneous:

Costs for uniforms, transportation, tools, supplies, books are allowable when training or work related.

Union dues and/or occupational licenses may be paid on an initial, one time basis where union membership and/or occupational licensure are prerequisites to employment.

Personal Services Contracts:

Personal services contracts are appropriate with a youth for activities such as peer counseling or training.

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ALLOWABLE AND NONALLOWABLE COSTS (Cont.):

Scholarships/Trust Funds:

Scholarships for youth who intend to continue their education in either a college or vocational school are allowable as an award for successfully completing a high school or equivalent program. All participants must be given an equal opportunity to compete for scholarships as long as college/vocational school is a part of the ILP case plan. Case records must be properly documented to reflect college/vocational school attendance as a training goal.

The amount of a scholarship/trust fund must be reasonable and should be consistent with scholarships or trust funds that are established by local community groups such as the Kiwanis Club, Lion's Club, etc. A scholarship is to be paid to the institution in the name of the youth for whom tuition, books, supplies, etc. are being paid.

Travel/Per Diem:

Travel and per diem are allowable costs for foster parents and group home staff who attend ILP training. The rates for travel and per diem are those in accordance with current county policy. Transportation to training provided by the local community college in off-campus locations is allowable.

Workshops, Conferences, and Retreats:

Costs associated with planning and implementing, workshops, conferences, retreats, etc. which help youth to develop the self esteem, motivation and skills necessary for successful transition into living independently are allowable. The cost of individual registration to cover the expenses for youth to attend workshops, conferences, and retreats which are scheduled overnight or for longer periods of time is allowable.

NONALLOWABLE COSTS:

Housing/Food:

Subsistence housing and food are not allowable ILP costs by federal mandate.

Health:

Health costs related to medical, dental, or visual problems or treatment are not allowable ILP costs.

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ALLOWABLE AND NONALLOWABLE COSTS (Cont.):

Mental Health Counseling:

Costs to provide counseling services to youth who are too emotionally upset to participate in ILP training or employment are not allowable. Child Welfare Services funds are available for counseling, or, if necessary, the youth should be referred for mental health services. Independent Living Program funds may not be used for this type of service.

Out-Of-State Travel:

Out-of-state travel is not an allowable ILP cost for youth, county staff, other adult staff, or contract employees.

Repairs:

Costs of repairs to personal automobiles and bicycles are not allowable. If public transportation is not feasible or available, mileage may be paid at the rate established by current county policy. The mileage rate includes costs for vehicle maintenance, insurance, etc.

Stipends:

Federal mandate does not allow stipends. "Stipends" are defined as an allowance made to a youth or wages, salaries, benefits paid to a youth for services rendered.

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CASE RECORD DOCUMENTATION:

The Child Welfare Services case plan for each child in foster care age 16 or over, where appropriate shall include a written description of the programs and services which will help the child prepare for transition from foster care to independent living.

The case record for each youth age 16 and older who was offered ILP services and/or participated in ILP should also include a copy of the SOC 385, "Individual Client Characteristic Data" or equivalent.

The case plan for each youth who participates in ILP must include a copy of the youth's written transitional independent living plan. This plan shall be based on an assessment of the individual youth's needs and shall be incorporated into his/her Child Welfare Services case plan.

PROGRAM REPORTING REQUIREMENTS:

It is important that accurate records be maintained at the local level. These are necessary for:

- o completing required annual ILP reports to the Federal Government
- o providing auditable records for State and federal auditors
- o providing information to the Legislature, the State Department of Social Services, and county program managers as a basis for further planning to meet the needs of foster youth
- o providing information to the community regarding the benefits of the program.

The agency should retain in its files, as a primary source document for audit purposes, one copy of the SOC 385 Individual Client Characteristic data form, or its equivalent, for each youth receiving services during the program year.

Federal Title IV-E ILP grant program instructions specify very detailed evaluation reporting criteria. Individual client information is to be kept for each youth participating in the ILP which includes client characteristics, demographics, service description and outcome information. The Individual Client Characteristic Data form (SOC 385) which may be used by counties is provided as Appendix A.

Program reports are due to SDSS as specified. In order to capture a more complete picture of county services, the Department may request both narrative and demographic data.

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ADMINISTRATIVE INFORMATION

FUNDING/ALLOCATION METHODOLOGY:

The Consolidated Omnibus Budget Reconciliation Act of 1985, the Technical and Miscellaneous Revenue Act of 1988 and the Omnibus Budget Reconciliation Act of 1989 authorized funding for the Independent Living Program from 1987 through 1992. The amount of funds appropriated by these Acts are the total amount of federal funds authorized nationally.

The amount of funds authorized nationally for ILP were:

| Appropriated in FFY | Used/to be used in FFY | National Appropriation |
|------------------------|---------------------------|--|
| 1987 | 1988 | \$45,000,000 |
| 1988 | 1989 | 45,000,000 |
| 1989 | 1990 | 45,000,000 |
| 1990 | 1991 | 50,000,000 |
| 1991 | 1992 | 45,000,000 plus 15,000,000 for which non Federal match is required |
| 1992 | 1993 | 45,000,000 plus 25,000,000 for which non Federal match is required |

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FUNDING/ALLOCATION METHODOLOGY (Cont.):

Portions of those funds are subsequently allocated to individual states. The amount of funds to be allocated to each state is determined using a ratio equivalent to the ratio that a state's average number of children receiving foster care maintenance payments in fiscal year 1984 bears to the total average number of children receiving such payments for all states for fiscal year 1984.

Each state is responsible for determining the most effective and efficient method of delivering ILP services in their state. California's Independent Living Program direct services are provided by the individual counties within the State, as well as by the local community colleges.

The amount of funds to be allocated to each county is determined using a ratio of the number of youth in foster care in California and the respective numbers of youth in foster care in each county. Totals include probation youth (as defined in Welfare and Institutions Code [WIC] 601 and 602) as well as dependent youth (as defined in WIC 300).

The amount of funds authorized for California for ILP were:

| Appropriated in FFY | Used/to be used in FFY | |
|------------------------|---------------------------|---|
| 1987 | 1988 | \$ 8,023,999 |
| 1988 | 1989 | 8,023,999 |
| 1989 | 1990 | 8,023,999 |
| 1990 | 1991 | 8,915,552 |
| 1991 | 1992 | 8,023,999 plus 2,674,667 for which <u>10,698,666</u> match is required |
| 1992 | 1993 | 8,023,999 plus 4,457,778 for which <u>12,481,777</u> match is required |

California's portion of the nation's total appropriations which will be used in FFYs 1992 and 1993 will be allocated using the method described above. Additionally, specific instructions regarding the non Federal match amounts will be disseminated by the Federal Government via an Information Memorandum at a later time.

INDEPENDENT LIVING PROGRAM GUIDELINES - 1991

ILP GRANT APPLICATION REQUIREMENTS/PROCESS

Each year since the implementation of the ILP, the federal Department of Health and Human Services, Children's Bureau, has issued instructions to states outlining the requirements and procedure for applying for the ILP grant. The basic procedure has varied little over the past years, however, the following summary only reflects the FFY 1990 ILP grant application requirements and procedure.

The January 12, 1990 Program Instruction issued from the Federal Government states that in order for a state to receive its allotment of ILP funds the state agency must submit an application which must contain the following descriptions and assurances:

- o A statement that the State agency administering the Title IV-E program will administer the Independent Living Programs as described under section 477 of the Social Security Act.
- o An updated description of the services and activities that the State plans to carry out with the allotted funds in the fiscal year covered by the application; how the State will build on activities and expenditures from prior fiscal years; the number of children, age 16 or over, expected to be in care and the number expected to participate in the Title IV-E ILP program during the year; the status of the State agency's current independent living program efforts; a summary of problems and barriers to successful independent living program implementation; expected results and outcomes of the independent living program for the year covered by the application; and current and projected expenditures for independent living programs, including Title IV-E ILP funds.

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ILP GRANT APPLICATION REQUIREMENTS/PROCESS (Cont.):

In addition to providing the above information the State must assure that its ILP will conform to the following standards and provisions:

- o Maintenance of Effort--the Title IV-E ILP funds will supplement Title IV-E foster care funds available for maintenance payments and administrative and training costs and other State funds available for independent living activities and services;
- o The program will be operated in an effective and efficient manner;
- o Funds shall be used only for the specific purposes described in this Program Instruction (refer to Description of Services provided in these guidelines for specific information);
- o Payments made and services provided shall not be considered as income or resources for purposes of determining eligibility of participants for aid under the State's Title IV-A or Title IV-E plan or for determining the level of such aid;
- o Each participant will be provided a written transitional independent living plan which will be based on an assessment of his/her needs and which shall be incorporated into his/her case plan, as described in section 475(1) of the Social Security Act;
- o Payments to the State shall be used for conducting the activities and providing the services required to carry out the programs directly or under contract with local governmental entities or private non-profit organizations;
- o Grant funds will supplement and not replace any other funds which may be available for the same general purposes;
- o The grants will be used in accordance with the requirements applicable to other departmental grants to state and local agencies, including the regulations at 45 CFR Parts 92 and 74 and OMB Circulars A-87 and A-102; and
- o Grant funds will not be used for the provision of room and board.

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ILP GRANT APPLICATION REQUIREMENTS/PROCESS (Cont.):

The State must also indicate in it's application for ILP funds explicitly whether it has (a) elected to provide independent living services for non-Title IV-E eligible children, and/or (b) elected to provide services to children for any period up to six months after they have been discharged from foster care.

The Program Instruction states that if a state fails to apply for its share of the Independent Living funds or to meet the application requirements, the funds which were to be allocated to that state will not be available to that state during that fiscal year, rather those funds will be available for reallocation to other states under the provisions of section 477(e)(1)(2) of the Social Security Act.

COUNTY REQUESTS FOR ILP FUNDS:

Letters of Intent:

When the Federal Government has approved the grant application for California, the State Department of Social Services issues an All County Information Notice instructing each county to submit a Letter of Intent to participate in the Independent Living Program. The letter is to be submitted to the Department of Social Services, so that it is received by the date stipulated in the All County Information Notice.

The Letter of Intent must include a statement of intent to abide by the assurances described in the ILP GRANT APPLICATION REQUIREMENTS/PROCESS. See Appendix B

In addition to the Letter of Intent, a program plan must be submitted by each county. The independent living program plan must address the delivery of mandated services. The optional services listing contains key program elements and to the extent that local need for the service exists, each program element to be provided should be addressed in the program plan as direct services, contracted services, or referral to existing community resources.

INDEPENDENT LIVING PROGRAM GUIDELINES - 1991

COMPETITIVE BIDDING:

Manual of Policies and Procedures (MPP) Section 23-600 regulates purchases of service by county welfare departments involving funds administered by the State Department of Social Services. In addition, All County Letter 85-72 outlines State policy regarding county contracting for social, professional, and management services.

STATE CONTACTS:

Questions regarding the Independent Living Program time study and fiscal claiming instructions should be directed to the Fiscal Policy and Procedures Bureau at (916) 445-7046.

Questions regarding Independent Living Program implementation issues should be directed to your Child Welfare Services Operations consultant at (916) 445-0623

Questions regarding county contracts for services should be directed to the Contracts Bureau at (916) 322-4801.

INDEPENDENT LIVING SKILLS PROGRAM

INDIVIDUAL CLIENT CHARACTERISTIC DATA

D1) CLIENT PROFILE:

| | | | | | |
|--|--|--------------------------------------|--|-------------------------------------|--|
| IV-E ELIGIBLE: | | ACCEPTED ILSP SERVICES (DATE) | | DECLINED ILSP SERVICES (DATE) | |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | | |
| PARENTAL STATUS: | | SPECIAL NEEDS: | | TRAINING GOAL: | |
| <input type="checkbox"/> Expectant Father | | <input type="checkbox"/> Educational | | <input type="checkbox"/> Voc Ed | |
| <input type="checkbox"/> Childless | | <input type="checkbox"/> Mental | | <input type="checkbox"/> HS Diploma | |
| <input type="checkbox"/> Expectant Mother | | <input type="checkbox"/> Physical | | <input type="checkbox"/> College | |
| <input type="checkbox"/> Parent _____ Children | | <input type="checkbox"/> Medical | | <input type="checkbox"/> GED | |
| | | | | <input type="checkbox"/> Adult Ed | |

D2) ILSP DIRECT SERVICES TO BE PROVIDED (as appropriate):

| | |
|-------------------------------|-----------------------------|
| Access to Community Resources | Interpersonal/Social Skills |
| Consumer Skills | Money Management |
| Health Care | Parenting |
| Home Management | Time Management |
| Housing Options/Location | Transportation |
| OTHER (SPECIFY) | |

| | | | |
|--|---|---|---|
| COUNSELING: | TUTORING (TUTORING SERVICES FOR A YOUTH WHICH ARE NOT REQUIRED TO BE PROVIDED THROUGH A SCHOOL DISTRICT): | | |
| <input type="checkbox"/> Group <input type="checkbox"/> Individual | <input type="checkbox"/> Group | <input type="checkbox"/> Individual | <input type="checkbox"/> Personal Computer Tutorial Package |
| EXIT PACKET CONTENTS: (OPTIONAL) | <input type="checkbox"/> Birth Records | <input type="checkbox"/> Community Resource Listing | <input type="checkbox"/> Educational Certification |
| | <input type="checkbox"/> Placement Records | <input type="checkbox"/> Social Security Card | <input type="checkbox"/> Health Records |
| | | <input type="checkbox"/> Work Registration | <input type="checkbox"/> Other |

D3) CLIENT OUTCOMES/TERMINATION:

| | | | |
|---|--|---|--|
| AWARDED HIGH SCHOOL DIPLOMA (DATE) | AWARDED GED (DATE) | SUCCESSFULLY COMPLETED VOC ED (DATE) | SUCCESSFULLY COMPLETED ADULT ED (DATE) |
| ENROLLED IN COLLEGE (DATE) | CONTINUED HIGH SCHOOL/GED/VOC ED ENROLLMENT (DATE) | ENROLLED IN ADVANCED SKILLS TRAINING (DATE) | |
| EMPLOYED | | ENTERED MILITARY (DATE) | |
| <input type="checkbox"/> FT <input type="checkbox"/> PT <input type="checkbox"/> Actively Seeking | | <input type="checkbox"/> Entered Job Corps | |
| UNEMPLOYABLE/SSI ELIGIBLE (DATE) | | UNEMPLOYED/NOT ACTIVELY SEEKING | |
| UNEMPLOYED (NOTE PROBLEM AREA(S)) | | | |

| | | |
|--|--------------------------------------|--|
| YOUTH CONTINUES IN ILSP | YOUTH NO LONGER IV-E ELIGIBLE (DATE) | LIVING INDEPENDENTLY OF AGENCY MAINTENANCE PROGRAMS (DATE) |
| PERSONAL SERVICES CONTRACT WITH THIS YOUTH (ATTACH COPY) | OBTAINED COMMUNITY SERVICES | DID NOT OBTAIN OTHER COMMUNITY SERVICES (NOTE PROBLEM AREA(S)) |
| <input type="checkbox"/> | | |
| HOUSED (IDENTIFY TYPE) | | |
| RETURNED TO FAMILY (DATE) | | |

| | |
|--|----------------------------------|
| TRANSFERRED TO ILSP IN ANOTHER COUNTY (DATE) | MOVED/WHEREABOUTS UNKNOWN (DATE) |
|--|----------------------------------|

D4) 90-DAY FOLLOW-UP AFTER TERMINATION (includes termination of services due to cessation of outside funding.)

| | | | |
|---------------------|---------------------|------------------|-------------|
| MODE OF CONTACT: | FACE-TO-FACE (DATE) | TELEPHONE (DATE) | MAIL (DATE) |
| FAILURE TO CONTACT: | MOVED | OTHER | |

CASE VIGNETTE, SUMMARY

SUMMARY COMPLETED BY:

DATE

INSTRUCTIONS FOR COMPLETING SOC 385

This form is to be used to maintain data on each youth participating in the Independent Living Skills Program. Please complete as fully as possible.

Enter the case number and name of the youth served. The case number must be the same as it currently appears on the Foster Care Information System (FCIS). The number is printed in Item B1 of the current form SOC 158 for the individual youth.

For questions in which choices are listed, check the box which is most appropriate (for example: Training Goal: HS Diploma ☐ GED ☐ VocED ☐ College ☐ Adult Ed ☐.) For other questions, you will need to write brief answers (for example: Note problem area(s), you may add comments which may explain the response.) Identifying problem areas will aid in responding to narrative items on the final Independent Living Skills Program Report.

Information is confidential and remains in the individual youth's case record. You may add items specific to your agency needs as long as the basic data items remain.

INDEPENDENT LIVING SKILLS ASSESSMENT

(To be completed by referring party)

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|-------------------------------|----------------------------|---------|-------------------------------------|-----|-----|---------------|-----|-----|-------------------------------------|-----|-----|------------------|-----|-----|-----------------------------|-----|-----|------------------------------------|-----|-----|----------------------------------|-----|-----|--|--|
| <input type="checkbox"/> SW <input type="checkbox"/> PO | | Phone | Case Number | | | | | | | | | | | | | | | | | | | | | | | | |
| Youth Name | Birthdate | Address | | | | | | | | | | | | | | | | | | | | | | | | | |
| Caretaker's Name | | Phone | | | | | | | | | | | | | | | | | | | | | | | | | |
| Check (✓) applicable boxes: Age <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 Sex <input type="checkbox"/> M <input type="checkbox"/> F Ethnicity (Use State Ethnic Code): | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Needs - check (✓) applicable boxes: <input type="checkbox"/> Mental <input type="checkbox"/> Emotional <input type="checkbox"/> Physical <input type="checkbox"/> Teen Parent | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Current Placement Location - check (✓) applicable boxes: <input type="checkbox"/> Foster Home <input type="checkbox"/> Group Home <input type="checkbox"/> Parent Home <input type="checkbox"/> Relative Guardian <input type="checkbox"/> Non-Relative Guardian <input type="checkbox"/> Out-of-County <input type="checkbox"/> Other: | | | Planned Emancipation Date: | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | Location | | Grade | | | | | | | | | | | | | | | | | | | | | | | | |
| Check (✓) applicable box(es) <input type="checkbox"/> Will finish high school by age 18. <input type="checkbox"/> Will finish by high school by age 19. <input type="checkbox"/> Will finish vocational school by age 19. <input type="checkbox"/> Understands financial consequences of reaching age 18 years and not being able to graduate by age 19 years. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Educational Needs (Check (✓) applicable box(es)) <input type="checkbox"/> IEP Needed <input type="checkbox"/> IEP completed <input type="checkbox"/> Functionally illiterate <input type="checkbox"/> English not primary language. Primary is: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Educational Goals (Check (✓) applicable box(es)) <input type="checkbox"/> High school diploma <input type="checkbox"/> G.E.D. <input type="checkbox"/> Vocational training <input type="checkbox"/> 2-year college <input type="checkbox"/> 4-year college <input type="checkbox"/> Other: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JOB READINESS/CAREER PLANNING | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Is working now. <input type="checkbox"/> Not working now. <input type="checkbox"/> Has held a job. <input type="checkbox"/> Has quit/been fired from a job. <input type="checkbox"/> Unknown | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Career Goals <input type="checkbox"/> Full-time job <input type="checkbox"/> Military service <input type="checkbox"/> California Conservation Corps <input type="checkbox"/> College <input type="checkbox"/> Job Corps <input type="checkbox"/> Other: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explanation/Comments | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BASIC LIVING SKILLS | | DOCUMENTS IN CASE FILE | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Check (✓) applicable box(es)) <table border="0"> <tr> <td></td> <td style="text-align: center;">NEEDS</td> <td style="text-align: center;">APPROP.</td> </tr> <tr> <td>Shopping/Budgeting/Money management</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> </tr> <tr> <td>Social Skills</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> </tr> <tr> <td>Knowledge/Use of safe sex practices</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> </tr> <tr> <td>Household Skills</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> </tr> <tr> <td>Self esteem/Self confidence</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> </tr> <tr> <td>Assumes responsibility for actions</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> </tr> <tr> <td>Has realistic expectations/plans</td> <td style="text-align: center;">[]</td> <td style="text-align: center;">[]</td> </tr> </table> | | | NEEDS | APPROP. | Shopping/Budgeting/Money management | [] | [] | Social Skills | [] | [] | Knowledge/Use of safe sex practices | [] | [] | Household Skills | [] | [] | Self esteem/Self confidence | [] | [] | Assumes responsibility for actions | [] | [] | Has realistic expectations/plans | [] | [] | <input type="checkbox"/> Certified birth certificate <input type="checkbox"/> Social Security card <input type="checkbox"/> Placement history <input type="checkbox"/> Immigration Record (if needed) | |
| | NEEDS | APPROP. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shopping/Budgeting/Money management | [] | [] | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Skills | [] | [] | | | | | | | | | | | | | | | | | | | | | | | | | |
| Knowledge/Use of safe sex practices | [] | [] | | | | | | | | | | | | | | | | | | | | | | | | | |
| Household Skills | [] | [] | | | | | | | | | | | | | | | | | | | | | | | | | |
| Self esteem/Self confidence | [] | [] | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assumes responsibility for actions | [] | [] | | | | | | | | | | | | | | | | | | | | | | | | | |
| Has realistic expectations/plans | [] | [] | | | | | | | | | | | | | | | | | | | | | | | | | |
| Completed By | Title | Date | | | | | | | | | | | | | | | | | | | | | | | | | |

INDEPENDENT LIVING PROGRAM

FFY 1991 LETTER OF INTENT

October 1, 1990 - September 30, 1991

Return to:
 State Department of Social Services
 Family and Children's Services Policy Bureau
 744 P Street, M.S. 9-103
 Sacramento, CA 95814

1. _____ County's intent regarding ILP participation during FFY 1991 is as follows: (check one)
 - a. ☐ ILP participation will begin and a program plan submitted in accordance with ACL I-72-88.
 - b. ☐ ILP participation will continue and

☐ the ILP plan submitted for FFY 1990 remains in effect, or
☐ changes in the ILP have occurred or will occur. An addendum to the previously submitted plan will be submitted by October 1, 1990.
 - c. ☐ ILP participation will not continue.
2. The projected number of federally and non-federally eligible foster care children (exclude aftercare) is:
3. The projected number of youth to receive ILP services during the six month period following foster care exit is:

| | |
|--|---------------------|
| COUNTY ILP CONTACT PERSON(S) | Telephone number(s) |
| SIGNATURE OF COUNTY WELFARE DIRECTOR/AUTHORIZED REPRESENTATIVE | DATE |

Community College Foundation
Independent Living Program
Project Directors/Coordinators

AMERICAN RIVER COLLEGE

Dr. Paul Brown
4700 College Oak Drive
Sacramento, CA 95841
916/967-2332

ANTELOPE VALLEY COLLEGE

Dr. Selma Minet
3041 West Avenue K
Lancaster, CA 93536
805/943-3241 x315

BAKERSFIELD COLLEGE

Melva Moody
1801 Panorama Drive
Bakersfield, CA 93305
805/631-6476

CABRILLO COLLEGE

Rita Winings
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Santa Cruz, CA 95063
408/425-2201

CHABOT COLLEGE

Jeanie Pina
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Hayward, CA 94545
415/481-0211

CHAFFEY COLLEGE

Sandie Hardie
5885 Haven Avenue
Rancho Cucamonga, CA 91701
714/987-1737

CITRUS COLLEGE

Cheryl Foster, Consortium Director
1000 West Foothill Blvd.
Glendora, CA 91740-1899
818/914-8501 x2503

COLLEGE OF MARIN

Dr. Sheryl Morgan
P.O. Box 248
Point Reyes Station, Ca 94965
415/883-2211 x8239

COLLEGE OF THE REDWOODS

Lea Mills
7351 Tompkins Hill Road
Eureka, CA 95501-9302
707/445-6916

COLLEGE OF THE SEQUOIAS

Susan Audino
915 S. Mooney Blvd.
Visalia, CA 93277
209/730-3858

COLLEGE OF THE SISKIYOU

Carol Kramm
800 College Avenue
Weed, CA 96094
916/938-4462

COLUMBIA COLLEGE

Jackie Appleton
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Columbia, CA 95310
209/533-5225

COMPTON COMMUNITY COLLEGE

Maxine Mobley
1111 Artesia Blvd.
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CONTRA COSTA COLLEGE

Lovie McIntosh
2600 Mission Bell Drive, LA-27
San Pablo, CA 94806
415/235-7800 x307

COSUMNES RIVER/PLACERVILLE

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106 Placerville Drive
Placerville, CA 95667
916/622-9165

CUESTA COLLEGE

Ed Pearce
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Santa Margarita, CA 93453
805/546-3100

CYPRESS COLLEGE
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Yorba Linda, CA 92686
714/773-5066

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Monterey Park, CA 91754
213/265-8869

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